

ANTH 3200 Perspectives on Race

Spring 2015

Section 001 • CRN 12628 • Tues/Thurs 3:00-4:15 • Natural Resources 105

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Course Description

This course examines the nature and extent of heritable differences among human populations from an evolutionary perspective, and teaches students to critically examine race and racism. In this course, we will study the processes of racial differentiation, the basis of biological differences found among existing human groups, the influence of biology and culture on human variation, and the influence of social context on perceptions of race. We will consider genetic, phenotypic, sex, and behavioral differences among humans, as well as the theory, methods, and ethics involved in scientific studies of humans. We will consider the role of genetics and environment in the formation of these differences, as well as the social and biological concept of race.

This course counts towards anthropology minors and majors (biological anthropology track) and also meets general education requirements (DSS-Depth Social Sciences; CI-Communications Intensive).

Course Objectives The goal of this course is to examine biological explanations for how variation arises among humans, as well as how studies of human variation influence society in both the past and present. Students will be expected to understand, explain, and interpret human variation from a biological perspective, through readings, lectures, discussions, exams, and writing assignments.

Learning Outcomes

At the end of this course, students will...

1. Develop recognition of and respect for human differences.
2. Understand the mechanisms and forces of evolution that shape human variation.
3. Distinguish and understand the primary factors influencing human biological and behavioral variation and similarities.
4. Understand how biology, environment, and culture interact and influence variation in human phenotype and genotype.
5. Be able to use critical reading, writing, and speaking skills to assess ideas about race concepts and impacts on society.
6. Be familiar with the methods and scientific principles that biological anthropologists use when conducting research.
7. Know the historical development of Western classification systems.

Required Texts

1. ***Human Variation: Races, Types, and Ethnic Groups, 6th Ed*** 2005
Stephen Molnar ISBN: 9780131927650
2. ***Anthropology of Race: Genes, Biology, and Culture*** 2013
John Hartigan ISBN: 9781934691991
3. **Readings on Canvas**

The texts are supplemental to the information provided in the classroom. Please come prepared to all lectures (i.e. do the assigned reading before coming to class).

- **Canvas Course Website:** <https://usu.instructure.com/courses/350904>
Login with your USU ID to access course materials. *Check the website regularly* for updates, course announcements, schedule changes, and newly uploaded materials.

Grading and Course Requirements

Each grade will be rounded up to the nearest whole number. Exams may be curved.

	Points	% of Final Grade
Exam 1	100	20
Exam 2	100	20
Exam 3 (final)	125	25
Writing assignment	100	20
Attendance/participation	75	15
Total	500	100%

- **Exams:** There will be three exams (65% of grade): two are worth 20% of your final grade (100 points each) and the final exam is worth 25% (125 points). Exams are generally not cumulative and will include information

from lectures, readings, and films covered since the previous exam. However, *understanding some concepts often depends on those learned earlier in the semester*. Each exam will consist of some combination of multiple choice, true/false, matching and short-answer questions. The final exam will have an additional writing component. Study guides may be provided.

A: 100-93% A-:92-90% B+: 89-87% B: 86-83% B-:82-80% C+: 79-77% C: 76-73% C-:72-70% D+: 69-67% D: 66-60% F: below 60%

- **Attendance and Class Participation:** Attendance will count for **15%** of your final grade (75 points). Forms of attendance will include: **(1) completion of in-class assignments** and **(2) roll call via a sign-in sheet**. While attending class, students are strongly encouraged to actively participate in classroom discussions.
- **Writing Assignment:** One 3-5 page essay is worth 20% of your final grade (100 points total). Please see the assignment sheet for a detailed description.
- **Extra Credit:** No extra credit will be offered in this course. You should focus your attention on learning the coursework rather than seeking extra credit opportunities.

Attendance and Class Participation

Regular attendance is crucial to success in this course. The only acceptable excuses for missing class are medical or family reasons, and those listed in the USU Code of Policies and Procedures for students. *Students are responsible for notifying Dr. Grow of absences and for keeping up with missed material.*

- **Assignment Late Policy:** *No late work will be accepted* without proof of an excused absence on the due date. Students who fail to turn in an assignment without a legitimate excuse will receive zero credit. Students should report in advance all planned absences.
- **Make-up Exam Policy:** Make-up exams will not be offered unless you have a valid excuse. Students who miss a scheduled exam due to a university excusable absence must provide documentation within one week of the absence and schedule a makeup exam. Students who miss an exam *without* a legitimate excuse will receive zero credit for that exam. It is your responsibility to contact Dr. Grow as soon as possible to schedule a time to take the exam.

Academic Integrity Statement

- **Plagiarism Statement:** Plagiarism consists of passing off someone else's ideas, words, or writing as your own. You are committing plagiarism if you copy the work of another person and

turn it in as your own, even if you have the permission of that person. For more information about plagiarism and USU policies, please consult the USU Code of Policies and Procedures for Students, Article VI.

- **Copyright Statement:** All materials and handouts used in this course are copyrighted. These materials include, but are not limited to: syllabi, lecture slides, in-class handouts, exams, lab problems, review sheets, and problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the handouts without expressly granted permission.

- **Academic Dishonesty Policy:** Academic dishonesty comprises the unauthorized distribution of information, cheating, and/or plagiarism. The USU Honor Pledge states: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Evidence of cheating or plagiarism on any exam, assignment, or paper may result in a failing grade. Academic dishonesty is never tolerated, and offending students will be reported to the university for further possible disciplinary proceedings at the discretion of department, college, and Dean.

- **Privacy Statement:** In compliance with the Family Educational Rights and Privacy Act (FERPA), it is the policy of the Department of Sociology, Social Work, & Anthropology at Utah State University to maintain the confidentiality of students' records.

- **Americans with Disabilities Act (ADA) Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring accommodation, please contact the university. Alternate format materials are available with advanced notice. All accommodations are coordinated through the Disability Resource Center (DRC), University Inn Room 101 (797-2444 voice, 797-0740 TTY). Please contact the DRC as early in the semester as possible.

- **USU Classroom Civility Policy:** Utah State University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action.

How to Succeed in this Course

- Be on time. Do not disrupt the class with your tardiness.
- Take detailed lecture notes and review them on a regular basis.
- Come to class prepared. Read and think about the topic beforehand, and be ready to discuss the readings/ask questions.
- Be thoughtful and respectful. In this course, we will discuss a variety of sensitive topics that some students may find uncomfortable. It is important for students to consider differing perspectives with respect.
- Focus. Turn off your phone. Do not surf the web, check social media, do homework for other courses, etc. during this class.
- Come to office hours with any questions you still have!

Questions?

Questions about the assigned readings or the material presented in lecture can be answered in-class, during office hours, or via email. **Please put the course name or number in the subject line for all email correspondence and sign with your full name.**

Schedule of Lectures and Reading Assignments

All readings should be completed *before* the class for which each is assigned. Readings marked with an asterisk (*) are on the website. Bolded readings are assigned for class discussion; bring them to class! **Schedule is subject to modification.** In-class exercises may occur that are not listed on the schedule.

Week	Date	Topic	Event	Reading
1	Th 1/8	Course introduction; What is race?	Sorting People classroom activity	
2	Th 1/15	The Study of Human Adaptation & Variation; race & ethnicity	Human Variation Quiz	Hartigan Ch 1 *AAA Statement on Race
	Tues 1/13	History of Perspectives on Racial Classification; "scientific racism"		Molnar Ch 1 *Diamond 1994
3	Tues 1/20	The Origins of Race	Video: <i>Race: The Power of an Illusion</i> Part 2	
	Th 1/22	Principles of Genetics review; DNA		Molnar Ch 2 pp. 33-54, 63-84
4	Tues 1/27	The Biology of Race	Video: <i>Race: The Power of an Illusion</i> Part 1	
	Th 1/29	Genetics & Evolution		Molnar Ch 2 pp. 54-63
5	Tues 2/3	Mendelian Traits in Humans: Blood groups	Human Variation in-class exercise	Molnar Ch 3
	Th 2/5	* EXAM 1*		
6	Tues 2/10	Mendelian Traits in Humans: Sickle Cell & Malaria		Molnar Ch 4 (esp. sections on malaria)
	Th 2/12	Complex Inheritance/Phenotypes: Skin Color	30-min Video	Molnar Ch 5 pp. 175-193
7	Tues 2/17	NO CLASS (attend Monday class schedule)		
	Th 2/19	Human variation and environment; gene-environment interactions		Hartigan Ch 3 (Kuzawa & Thayer) Molnar pp. 205-207, 210-211
8	Tues 2/24	Complex Inheritance: Craniofacial Traits; Body size & shape		Molnar Ch 5 pp. 193-203, 205-214 *Relethford 2009
	Th 2/26	Complex Inheritance: Adaptation to Hot & Cold Climates; High Altitude Adaptation		Molnar Ch 6 pp. 246-268
9	Tues 3/3	Complex Traits: Growth & Nutrition	Essay Topic & References DUE	Molnar Ch 6 pp. 215-246
	Th 3/5	Race, biology, behavior & culture; health	Discussion: Race & health	Hartigan Ch 2 (Gravlee) & 8 (Lee) Molnar Ch 9
10	Tues 3/10	NO CLASS – SPRING BREAK ☺		
	Th 3/12			
11	Tues 3/17	Breeding Populations and Mate Choice		Molnar Ch 8
	Th 3/19	* EXAM 2 *		
12	Tues 3/24	NO CLASS – Dr. Grow at conference		
	Th 3/26			
13	Tues 3/31	Race & Forensics	Discussion: The utility of racial classification	*Sauer 1992 Hartigan Ch 9 (Long)
	Th 4/2	Race and modern researchers		Hartigan Ch 5 (Hunt & Truesdell) & 6 (Sankar)
14	Tues 4/7	Population Changes: Fertility, Mortality & Culture		Molnar Ch 10

Week	Date	Topic	Event	Reading
	Th 4/9	Eugenics and physical anthropology; Race-related laws	Essays DUE	Molnar pp. 14-18, 273-274
15	Tues 4/14	Racism: Intelligence Tests; nature vs. nurture; history of racism in America	Podcast: Radio Diaries #18	Molnar Ch 7 *AAA Statement on Race & Intelligence
	Th 4/16	Influences of biological and ecological variation on behavior		*Blanchard and Bogaert 1996
16	Tues 4/21	Race in America: Current Issues	Group Discussions of race-related news	* Ferguson: Anthropologists Speak Out *Leith Mullings, AAA
	Th 4/23	Race and Racism in Society	Video: <i>Race: The Power of an Illusion</i> Part 3	Hartigan Ch 10
* EXAM 3 * Date/Time TBA: _____				

ANTH 3200 Perspectives on Race
Term Paper Guidelines
100 points

Topic due: Tues. March 3 Essay due: Thurs. April 9
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Format

- Length of 3-5 pages. Number all pages.
- Use standard 1 inch margins, 12 point Times New Roman font, double space. Do not increase the font size of punctuation.
- Include your full name, class, and paper title.
- Have an introduction, thesis sentences, body, conclusion, and works cited page.

Description

For this assignment, write a paper (90 points) based on a **topic of human variation** related to subjects discussed in this class. A good paper will center on a well-focused topic that has been examined by several researchers. Look for a topic where an issue is debated. Remember that genetic variation is not the explanation for all biological variation.

The following is a list of possible paper topics (you can choose a topic that is not listed here, but you must first get approval):

- ABO blood group and adaptation to infectious disease
- Rhesus (Rh) blood group and natural selection
- Origins of hemoglobin mutations
- human leukocyte antigen (HLA) system and variation in HLA genes
- Lactose intolerance and natural selection
- Variation and evolution of tasting different compounds (e.g. phenylthiocarbamide (PTC), cilantro)
- Variation in the production and detection of asparagusic acid
- Body size, body shape and climatic adaptation across environments
- Climate and variation in cranial size and shape
- Climate and variation in nasal size and shape in humans and human ancestors
- Sex and age variation in human skin color
- Biological and cultural influences on IQ scores
- Biological and cultural influences on sexual orientation
- Thrifty genotype/phenotype
- Genetic influence on aggression and violent behavior

Topic Selection (10 points)

Turn in a description of your topic and a list of at least two relevant references on **March 3**. In a few sentences, explain what you what to explore, why, and how it relates to the class.

References and Citations

- Consult at least **three** scholarly sources for your paper. Use books, chapters in books, or scientific journal articles.
- Include a page that lists all your references in a standard (e.g. MLA, APA) format. Follow a consistent citation style.
- The textbooks may be cited, but should not be your primary reference. Web-based sources are NOT acceptable, with the exception of peer-reviewed journals that are published online (e.g. PLOS One). Consulting popular print magazines is acceptable if they are combined with more scholarly sources.
- Use internal citations throughout your paper. If you did not think up the idea on your own, it must be cited with the author and year of publication.